

#### Members

Sen. Teresa Lubbers, Chairperson  
Sen. Ron Alting  
Sen. Connie Lawson  
Sen. Billie Breaux  
Sen. Earline Rogers  
Sen. Connie Sipes  
Rep. Greg Porter  
Rep. Duane Cheney  
Rep. Denny Oxley  
Rep. Robert Behning  
Rep. Robert Hoffman  
Rep. Sue Scholer



## INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

*Legislative Services Agency*  
200 West Washington Street, Suite 301  
Indianapolis, Indiana 46204-2789  
Tel: (317) 233-0696 Fax: (317) 232-2554

#### LSA Staff:

Chuck Mayfield, Fiscal Analyst for the Committee  
David Hoppmann, Fiscal Analyst for the Committee  
Jeanette Adams, Attorney for the Committee  
Irma Reinumagi, Attorney for the Committee

Authority: Legislative Council Resolution 02-1

### MEETING MINUTES<sup>1</sup>

Meeting Date: October 16, 2001  
Meeting Time: 10:00 A.M.  
Meeting Place: State House, 200 W. Washington St.,  
Room 233  
Meeting City: Indianapolis, Indiana  
Meeting Number: 5

**Members Present:** Sen. Teresa Lubbers, Chairperson; Sen. Ron Alting; Sen. Connie Lawson; Sen. Billie Breaux; Sen. Earline Rogers; Sen. Connie Sipes; Rep. Greg Porter; Rep. Duane Cheney; Rep. Denny Oxley; Rep. Robert Behning; Rep. Sue Scholer.

**Members Absent:** Rep. Robert Hoffman.

Chairperson Teresa Lubbers called the fifth meeting of the Interim Study Committee on Education Issues to order at 10:06 a.m. She told the Committee that Senator Rogers would be chairing the meeting today. Senator Rogers thanked Senator Lubbers for the opportunity to chair the meeting on the recruiting and retaining of quality K-12 teachers.

#### **Terry Spradlin, Department of Education**

Terry Spradlin told the Committee that Indiana has not faced the teacher shortages that other states have experienced and has been an exporter of teachers. While Indiana has not experienced a general shortage of teachers, shortages do exist in certain subject areas and regions of the state. The number of limited teaching licenses issued has increased. DOE anticipates that 44,000 new teachers will be needed during the next decade to replenish and maintain the current workforce. Indiana could experience shortages in the future as other states have experienced.

#### **Dr. Marie Theobald, Indiana Professional Standards Board**

Dr. Marie Theobald presented a paper entitled "Teacher Licensing Issues and Workforce Trends in Indiana." Based on a full-time equivalent basis, Indiana employed 59,206 teachers

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<sup>1</sup> Exhibits and other materials referenced in these minutes can be inspected and copied in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for copies may be mailed to the Legislative Information Center, Legislative Services Agency, 200 West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for copies. These minutes are also available on the Internet at the General Assembly homepage. The URL address of the General Assembly homepage is <http://www.ai.org/legislative/>. No fee is charged for viewing, downloading, or printing minutes from the Internet.

and 9,998 administrators in public schools during the 2000-01 school year. The average age of teachers and administrators has been about 43.8 years for the past five years. A significant portion of Indiana's teaching force is nearing retirement age. Supply and demand analysis for teachers is a complex issue, and economic models generally do not apply. The projections for supply and demand of teachers are difficult because of a number of compounding factors. The factors include the number of retirees, trends in teacher preparation, and enrollment trends. States experiencing teacher shortages have also experienced increasing enrollments. The Professional Standards Board has used some federal Title II money to fund projects to attract and retain teachers. There continues to be a shortage of special education and physics teachers. More than 80% of the limited licenses issued are for special education.

#### **Dr. Neil Theobald, Indiana Education Policy Center**

Dr. Theobald presented a paper entitled "Teacher Turnover: Preliminary Data for Indiana." He is in the process of studying teacher turnover in five states. He presented a paper with preliminary data from the study for Indiana. He compared the employment status of 1,507 people who entered the teaching profession during the 1995-96 school year. Dr. Theobald told the Committee that historically the teaching profession has been a career that easily allowed a person to leave for a few years and then reenter the profession later in life. Women were likely to begin teaching and leave after a few years to start a family and then return when the children entered school. He does not believe that is the case today. The study included four employment statuses:

- Continuously Taught in the Same District;
- Transferred to Different District;
- Left Teaching and Returned; or
- Left Teaching and Did Not Return.

The study included graphs by gender, race, age, area of license, subject taught, degree, salary, and type of school. About 28% of the teachers left teaching and did not return. The study showed that teachers who began teaching when they were more than 30 years of age were more likely to still be teaching in the same district.

#### **Rhetta Detrich, North Central Regional Educational Laboratory**

Ms. Detrich presented a May 2001 report entitled "Effective Teacher Recruitment and Retention Strategies in the Midwest: Who is Making Use of Them?" She told the Committee that about 75-100% of the teachers leaving the profession were "highly effective" or "effective" in the classroom. Approaches that improve recruitment and retention and do not require a lot of additional money include involving teachers in decision making, greater collaboration with teachers and administrators, making schools smaller, providing support to new teachers, "growing your own" teachers, and improved staff development. About 86.6% of new teachers have some support program, but a program does not guarantee an effective program. Smaller schools are generally less likely to have the resources to offer high quality programs. Three of the top ten recruitment mechanisms used by schools involve manipulation of salary schedules to increase salary for a particular individual. Urban schools are more likely to actively recruit at the university or form school-university partnerships. Retraining current staff is an effective strategy for rural schools. The report contained the following recommendations to state policy makers:

- adopt policies that ensure equal access to high quality new teacher support,
- encourage partnerships between institutions of higher education and K-12 schools,
- support adequate funding for teacher preparation programs,
- increase the flexibility of pay schedules,
- keep small schools small, and
- develop a niche market for teacher-training institutions to allow teachers to "retool" to meet current demands.

### **Bill Cook, Gary Community Schools**

Mr. Cook provided the Committee with a copy of Gary School Corporation's "Strategic Recruiting Plan 2000-2006." Gary School Corporation will use incentives early in the nationwide competition for teachers to recruit qualified teachers and sign them to multi-year contracts. Approximately 42.9% of Gary's teachers could retire now with either full or reduced pensions. The school has a stricter policy of allowing the use of a limited license in comparison to the policy used by the Professional Standards Board. The following is a list of proposed programs to recruit new teachers and help current staff become fully certified:

- relocation allowance for graduating college students or hire from another district,
- signing bonuses for teachers certified in shortage area,
- signing bonuses for teachers with dual certification in two shortage areas,
- stipends to college seniors who will be certified in a shortage area,
- sabbatical for limited licensed teachers to complete certification,
- financial/tuition assistance for limited licensed teachers, and
- tuition assistance for substitute teachers and paraprofessionals.

### **Carol Craig, Indianapolis Public Schools**

Ms. Craig reviewed her paper entitled "Indianapolis Public School Teacher Recruitment and Retention." Indianapolis Public Schools experiences a turnover of about 10%, or 300 teachers, per year. The students are about 58.59% African-American, while the teaching staff is about 21% African-American. To close the "achievement gap," the most qualified staff is needed. The following are some of the challenges of hiring for urban schools:

- Issues that are associated with poverty necessitate more personnel resources.
- Most education majors prefer to return to teach in the towns where they grew up.
- The inequities in facilities, materials, and other working conditions of urban schools as compared with suburban school become acute factors.
- The challenges of teaching students from diverse backgrounds can become overwhelming.
- Discipline issues become a constant factor.
- Urban districts may have lower salaries compared to surrounding districts.
- There is a need for urban districts to be more specific in terms of the selection process.

Included in the report were about sixteen proposed strategies that would require legislative support. The items included sign-on bonuses, tuition reimbursement, loan-forgiveness programs, rehiring of retirees, and creation of a clearinghouse to coordinate recruitment efforts.

### **J. Scott Turney, Indiana Small and Rural School Association**

Mr. Turney told the Committee that about 70% of Indiana schools consider themselves small or rural and 50% of the state's students are enrolled in small or rural schools. Rural and small schools have special problems in providing a wide range of curriculums with a limited number of staff. Small and rural schools need teachers with certification in more than one teaching area. Limited English proficiency programs can be a problem in small and rural schools. A full-time teacher may not be required, but a teacher may be needed for one or two hours a day. Mr. Turney recommended that the Committee consider:

- grants for current teachers to add endorsements to current licenses for shortage areas,
- grants to university students to obtain certification in more than one teaching area,
- grants to universities to assist local schools in retraining staff, and
- increased distance learning grants.

### **Dr. Lois A Meijer, Indiana Nonpublic Education Association**

Dr. Meijer told the Committee that nearly 10% of first-year teachers leave private school the first year, and a significant percentage transfer after about three years to public schools. The high turnover affects the implementation of accountability and standards. It also affects the educational environment of schools. She suggested that the correlation between ISTEP failure and the experience of the student's classroom teacher be studied. She requested that the

Committee not consider legislation that would adversely affect rural or private schools.

**Diana Ross, Anderson University**

Ms. Ross presented a report entitled "Indianapolis Public Schools Beginning Teacher Internship Program Data Report." The retention rate has increased with the development of a structured internship program. Before the program, about 34% of first-year teachers left the second year. The percentage decreased to 17% after the internship program was started.

**Jennifer Budthuis, Valparaiso University Social Work**

Ms. Budthuis told the Committee that her testimony was going to be about the North Central Regional Educational Laboratory's report that was presented by Rhetta Detrich. She said that she agreed with the report's recommendations.

**Marilynn Edwards, Indiana State Teachers Association**

Ms. Edwards provided the Committee with written testimony from the Indiana State Teachers Association.

**Amy Cook Lurvey, COVOH**

Ms. Lurvey told the Committee that 85% of the limited licenses issued by the Professional Standards Board are in the special education area. She said that greater communication is needed among special education teachers, universities, and the Professional Standards Board. Ms. Lurvey distributed copies of a paper entitled "Who Will Teach Indiana's Children With Disabilities."

Chairperson Rogers returned the chairmanship to Senator Lubbers. Chairperson Lubbers distributed copies of draft findings for the Committee. Senator Lubbers reminded the Committee that October 23<sup>rd</sup> would be the last meeting of the Committee. Requests for legislation to be considered at the last meeting should be submitted to the Legislative Services Agency by October 18<sup>th</sup>.

The meeting was adjourned at 12:35 p.m.